

Organization of English lessons based on advanced pedagogical techniques

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ABSTRACT

Interactive methodology is considered as a way of teaching English language and a source of information helps to master the language materials. As a result of using interactive methods, students enhance the skills of independent thinking, analysis, drawing conclusions, expressing their own opinions, supporting healthy communication and debate. This article will elucidate the peculiarities of the introduction of modern pedagogic technologies in English lessons.

Keywords: interactive learning, teaching method, Blum taxonomy, evaluation, demonstration, creativity, interactive lessons, cognitive thinking, pedagogical technology, analysis, individualization.

1. INTRODUCTION

About interactive learning effectiveness, one of the main focuses on improving teaching methods right now is the introduction of interactive teaching and learning. As a result of using interactive methods, students develop the skills of independent thinking, analysis, drawing conclusions, expressing their own opinions, supporting healthy communication and debate. In this regard, American psychologist and educator B. Bloom created a taxonomy of pedagogical goals in cognitive and emotional fields. It's called the Bloom's taxonomy. (Taxonomy - Theory of Classification and Systematization of Complex Structures of Being).

2. ANALYSIS

It is based on the levels of knowledge, understanding, application, analysis, generalization, evaluation of the development of thinking. They are also represented by the following symbols and examples of verbs for each level, including: the level of cognitive thinking, in which the reader can pronounce terms, know specific rules, concepts, facts and so on. These verbs are examples of this: ability to repeat, to reinforce, to convey information, to tell, to write, to express, to distinguish, to recognize, to tell, to repeat. The reader understands the facts, rules, schemes, charts when they have an understanding level. They can predict the future according to the available data. This level of thinking requires examples of verbs: justification, substitution, clarification, marking, interpretation, translation, reorganization, illumination, interpretation, clarification. In the use-level thinking, the learner can use and apply the knowledge he has acquired not only in traditional, but also in unusual ways. This reflects the verb patterns in the level of thinking: implementation, calculation, demonstration, use, teaching, detection, implementation, calculation, implementation, solution. At the level of analytical thinking, the reader can distinguish parts and interconnected relationships, make mistakes in logic, distinguish between facts and consequences, and evaluate the significance of the data. This is a verb pattern that is based on the level of thinking: citation, subtraction, stratification, classification, prediction, prediction, distribution, distribution, verification, grouping. At the generalization level, the learner performs creative work, plans for an experiment, uses knowledge in several areas in examples of verbs that correspond to the level of thinking are: creation, generalization, integration, planning, development, systematization, combination, creation, design, design. In the evaluation of the grade, the student can identify, interpret, and evaluate the criteria, assess the adequacy of the findings, and distinguish between facts and evaluative opinions. Examples of

verbs that are relevant to this level of thinking are: diagnosis, proof, measurement, control, justification, approval, evaluation, verification, comparison, comparison.

Scientific and methodological factors include:

1. Choosing the appropriate interpolation methods to ensure that the requirements of the DTS are met and that the course objectives are met;
2. Qualitative preparation of interactive lessons;
3. Ensure that each element of the interactive activity is related to the topic being studied.
4. Defining the theme and content of the lessons in the latest scientific and theoretical information;
5. Carrying out of interactive training in advance of the level of preparation of students and their adaptation;
6. Allow sufficient time for interactive training, etc. The interactive sessions have their own organizational structure, separate activities for organizing and conducting them, and specific tasks for each. At the same time, these tasks are conducted simultaneously in the course of the training is also used when two or three teachers or assistants come together in the same class.

Reading is the type of speech that is learned from the text presented in written speech. Reading is a reading of unfamiliar texts based on familiar language material, understanding the meaning. Reading is a form of communication. acquainted with life, history, traditions. Reading is a source of information. The training relates to the communicative and social activities of people, in which they provide word-of-mouth communication. Training is used extensively in the areas of life, education and production. Acquiring information through reading can facilitate a variety of activities. Training, as with any other activity, has content and process plans, and the first one is always given great attention. The organizers of the subject matter are the content of the reading plan. The elements of the activity process are the process side of the reading. The content of the activity, first of all, is its purpose and results. Usually, reading activities are aimed at achieving this goal. Opening the content relationships is the speech goal, which is the reading comprehension of the text. Reading is always focused on readable speech perception and information, so it is included in the receptive type of speech activity. The distinctive feature of the reading is that it has been successfully evaluated. The reader is satisfied with the information received. Learning is a complex receptive mental activity, and its process is analytically synthetic. By reading we get information, broaden our knowledge, our outlook, so reading is a form of speech activity. The programmer sets out general study requirements and the requirements for each class and course. Teaching high school education is both a goal and a means, that is, reading serves both a purpose and a means to teach a foreign language. Acquiring English reading skills is one of the practical goals of teaching, if high school graduates have excellent reading skills, they will be able to apply this skill independently. The goal of the secondary school is to achieve a minimum level of academic development. The practical purpose of learning is reading and learning. In addition to practical purposes, teaching involves both general and educational goals. Apart from this, learning to read also serves a developmental purpose.

3. LITERATURE REVIEW

During the reading, the student develops his or her observation with the English language under study and improves their ability to analyze and synthesize language material. Now, let's focus on the task of reading as a tool. Learning how to read language is a very important tool. It is important to emphasize that teaching texts is important as one of the ways to enrich the vocabulary. It is an important tool in developing reading and speaking skills. Doing response exercises, telling stories, talking and discussing is the basis of many exercises. The information and material for reading is collected. Prepares them for speaking in English. Reading aloud is an important step in teaching pronunciation and understanding new language material. In addition, reading aloud plays an important role in developing sound reading skills. Therefore, reading, in addition to fulfilling the purpose of teaching, serves as an important teaching tool. Teaching and development of education is carried out in 2 stages in high school in grades 5-6-7-8-9. By the application of the Program, Phase will develop preliminary language texts of unknown texts for reading in grades 5-6, and in Phase II will be retained for the understanding of some of the language material in Grades 7-8 and 9th. The President of the Republic of Uzbekistan signed a decree "On measures to further improve the system of learning foreign languages" on December 10, 2012. In accordance with the tasks set out in the Decree PQ-1875 ", the development of students' learning abilities

is now possible from the 2nd grade. In analytical reading, the student understands the content of the text without analyzing the phrases in the text, difficult paragraphs, and obtains information from the text. Synthetic data reads directly from the opposite, without analyzing. Organization of English language lessons based on advanced pedagogical techniques. When designing a lesson, it is necessary to choose the right teaching methods, to correspond with the objectives and content of the lesson, and to the capabilities of the teachers and students.

4. DISCUSSION

In designing the lesson, the following tasks should be performed in sequence. Step 1: The teacher should review the curriculum, textbook, methodology and general description of the students.

Step 2: Define the main objectives of the lesson: teaching, learning objectives, educational objectives, and development goals and objectives.

Stage 3: Accurate, accurate and consistent placement of key lessons.

Step 4: Highlight the key role in the content of each step of the lesson.

Stage 5: Selection of teaching methods, tools, technology for each part of the lesson.

Stage 6: Leadership in learning for each part of the lesson; selection of universal, subgroup and individual form. Step 7: Selection of Exercise and Tasks for Leading and Prepared Students. Step 8: Select the optimal size of the homestead according to the time scale for the students of the respective class.

Regarding how to work in small groups during interactive learning Teacher training for small group work in problem education should understand:

1. What is the difference between a student's teamwork and individual effort?
2. What can be expected from small group collaborations?
3. What does it take to make the group a community of like-minded people?
4. How do you evaluate the work of a small group and its students?

Here are some tips for working with groups:

1. There should be a small number of collaboration groups. The smaller the group, the more responsible each student is.

2. I need to test the knowledge of each group member individually.

3. It is useful to conduct oral interviews in a periodic manner, in which case students will report to the group members or to the whole class about group work. 4. Monitor the work of all groups and record all cases of team members participating in the labor of the lesson.

5. Each group should have a "supervisor" who may ask each team member to explain how the group responded to the question in a different way. Interactive methods: Problem-based method The method of problem-solving is a method for students to analyze the causes and effects of problematic situations and to develop skills and abilities to find solutions. The structure of the "problem" method is as follows: - description of the problem; - grouping students; - Identify the causes of the problem situations; - the stage of the grouping of opinions on the consequences of the situation; - Stages of development of the problem groups' solution; - Phase selection process; The complexity of the problem chosen for the "problem" method must be consistent with the students' level of knowledge. Students should be able to find a solution to the problem, because if they fail to solve the problem, students may lose interest and the child will lose it. When using this method during the lesson, the learners are taught to think independently, analyze the causes and effects of the problem, and find solutions. Below, we have decided to give examples of advanced teacher development with new pedagogy and educational tools.

1. Problem Reporting of Teaching Materials - Lectures are conducted in a monologic manner and in a workshop session in a dialog. The speaker creates and solves problematic issues when presenting the teaching material during the lecture, and the audience only deliberately enters into the process of seeking solutions. For example, at the beginning of the talk on plant life, "Why Does Root and Body Fail?" but the speaker does not give a ready answer, but tells the story of how the science came to the truth, and the experiments to test the hypotheses about the cause.

2. Partial research activity is demonstrated during experiments, problem-solving seminars, heuristic conversations. The speaker creates a problem-based system that answers the questions based on the knowledge they have gained, but they do not exist in the previous knowledge, which causes intellectual

difficulties for students and motivates them to pursue creative research. Whenever possible, the reporter should be able to design questions that will lead to "different answers", based on the students' answers and concluding. Partial research methodology provides levels 3 and 4 of productive activity (use, creativity) and levels 3 and 4 of knowledge, skills, knowledge and transformation. Traditional narrative and reproductive teaching are only cognitive and literary.

3. In independent research, students independently express and solve the problem (course or graduate work, research) and end up with speaker supervision, which is the most productive level and the most effective at level.
4. Ensure the acquisition of sound knowledge (knowledge-transformation).

5. CONCLUSION

Different education is based on general didactic principles as a form of organization of the educational process and provides specialization of the educational process in homogenous groups of students - creation of different conditions for training in different homogenous groups based on a set of pedagogical and organizational management measures. Higher education is the highest level of individual education. In higher education, the system of higher education is based on homogenous groups, individual-psychological characteristics of students, and primarily on the level of mental development. There are some disadvantages as well as the disadvantages of differentiation in the level of intellectual development of students in secondary schools, academic listings and vocational colleges. There is no doubt about this system of education for high school. At present, the level of advanced knowledge of university entrants is from 100% to 25%. In these conditions, differentiation of training for the training of highly qualified personnel in accordance with the requirements of state educational standards is a requirement of the time. The technology of individual learning is a requirement for accelerated scientific and technological development of the modern educational process, ensuring that the student achieves his or her personal potential. This can be achieved through individualized and individualized training. Individual learning is a form of organization of the learning process, in which the teacher deals with the students individually and provides continuous independent learning with the use of learning materials (books, computers, etc.). Benefits of Individual Learning: An opportunity to adapt the pedagogical process to the learners' abilities. In this case, an optimal pedagogical process will be created as a result of regular monitoring of the student's educational level and making necessary adjustments. a psycho-pedagogical environment for the development of the group and each individual student. Individualized learning is based on individual approaches to the organization of such learning processes, the methods, the pace of teaching, and the various educational and methodological psycho-pedagogical and organizational measures. Individual learning technology is an individual approach to the learning process and an individual form of learning. All individualized learning technologies apply a certain degree of individual approach, but in individualized learning, individualization is the main tool for achieving learning objectives. A method of teaching is selected based on the results obtained. Training is carried out in accordance with the adopted technologies, rules and principles.

Successful implementation of student activism is a two-way process involving both teacher and student activities.

I. Requirements for the Teaching Activity:

1. An English teacher can only increase the level of cognitive activity of the students if they know the specific conditions. For this purpose, students should be able to master the language materials and types of speech activities and apply them in oral speech, to discuss the texts that have been read or heard, and to carry out creative tasks.
2. The teacher should create certain conditions for English language learners to increase their learning activity. These are the conditions for nurturing motivation for learning English, equipping students with the necessary logical and linguistic operations, and using the most appropriate learning methods.
3. Increasing students' cognitive activity requires the use of a number of methodological factors by the teacher. Choosing the most effective teaching methods in English classes, making effective use of problematic learning opportunities, ensuring fluent speaking in various settings, developing reading and listening skills, and fostering learners through language material and the search for and utilization of

development opportunities. These activities, which the teacher must take, enable the reader to think, to understand the meaning of the language, to be creative.

II. Requirements for Student Activities:

1. The learning process is not only a teacher-led process, it is also closely linked to student activities. The learning process is activated as a result of the student's self-control. In English lessons, the learner can control his or her speech, identify and correct mistakes, make independent judgments, participate in reproductive, part-time and creative tasks. and has an effective impact on its implementation.
2. To achieve self-control, the learner must possess English knowledge of the language, be equipped with mental activities such as tracking, comparing and summarizing language events.

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